

# Learning Al-Qur'an Hadith Using Cooperative Learning Method Type Numbered Heads Together (NHT) to Improve Student Learning Outcomes at MAN Pekalongan

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**Abstract:** The negative impacts of using group work methods can be avoided when teachers spend more time and attention preparing and developing appropriate group work methods. One method that can be used in cooperative learning, namely structured group work/study, which includes five main elements: positive interdependence, individual responsibility, personal interaction, collaboration skills, and group processes. This research aims to reveal the influence of cooperative learning with the Numbered Head Together model on al Qur'an hadith learning outcomes and to find out how far the understanding and mastery of al Qur'an hadith subjects is after implementing the Numbered Head Together model of cooperative learning. The cooperative learning model Numbered Heads Together has a positive impact in improving student learning achievement which is marked by increasing student learning completeness in each cycle, namely cycle I (60.71%), cycle II (75.00%), cycle III (89.29 %). The implementation of the Numbered Head Together model of cooperative learning has a positive influence, namely it can improve student learning outcomes in studying the al-Qur'an hadith.

**Keywords:** al-Qur'an hadith learning, cooperative learning, numbered heads together

## Introduction

Madrasah is a general educational institution with Islamic characteristics, so its curriculum should be designed to strengthen religious moderation, character education (PPK), anti-corruption education, literacy as well and the formation of noble morals in pupils. The curriculum of the madrasah should also be developed taking into account the objectives of national education, the objective of the Madrasah, the development of science and technology, and the demands of the times. Especially in the face of the industrial revolution 4.0, the madrasah must be able to prepare the competence of the pupils in the millennial era to be capable of implementing 21st century learning with the ability to have 4C (critical thinking, creativity, communication, and collaboration).

Facts prove that the implementation of learning in the 21st century is still controlled by the general perception that the duty and duty of teachers is only to teach and transfer science. Teachers see students as people who know a lot and are the only source of information. What is concern is that students are studying in burdensome and frightening situations because of the overshadowed demands to pursue only high test scores and exams.

This is the impact of the general perception that leads to the student's inactivity in pursuit of learning. Students act only as listeners and are not yet able to speak to express an opinion or to convey or answer a question. This fact is also largely because students are still in an adaptation phase, i.e. the transition from primary to secondary education. So the old patterns that happened in the old school were brought to this day.

The problem of student inactivity also occurred among the students of MAN Pekalongan. It's visible as learning goes on. When a teacher submits a question for discussion, only one, two, or three students play an active and bold role in expressing their opinions. This inactivity raises a question for the teacher, whether the student is inactive because he doesn't understand the material or because he does not dare to speak in the classroom. In connection with the student's incomprehension with the material, the teacher has anticipated providing early learning material that is distributed on the teaching material on the e-learning site of the madrasah, so that at the next meeting the student can ask the teacher.

And if the problem is left to last, it will have an impact on the quality of the graduate student. Therefore, urgent treatment is needed and the best solution is sought so that the learning objectives can be achieved as expected, whether by pupils, parents, teachers, educational institutions, or even the government.

Teachers are facilitators in learning and teaching components that have an important role in achieving learning goals. Teachers determine the success of the educational process because the teacher is directly involved in it. Based on the above questions, researchers offer solutions in learning with the cooperative learning model type Numbered Heads Together (NHT).

As has been revealed by Wina Sanjaya (2012) designing learning needs to use various types of methods, media, and appropriate learning resources so that the learning process takes place effectively and efficiently. The selection and application of learning methods in the design of learning implementation plans should be according to the needs that can cultivate the habit of productive thinking and practice for students in the achievement of learning goals. A proper learning method can provide some facility in understanding a subject matter and can create conditions that enable students to further develop and even improve skills or attitudes so that the student's learning process can be more effective, efficient, and enjoyable without excluding other elements such as learning methods, media, learning resources, and so on. Several approaches

to learning are often applied among them: learning methods with cooperative approaches, contextual learning, quantum learning, and integrated learning.

Cooperative Learning is an approach to learning through the use of small groups of students to work together in maximizing learning conditions to learning goals. (Houlobec, 2011). Human beings have varying degrees of potential, historical background, and future expectations, and therefore human beings can be disappointed. (saling mencerdaskan). Cooperative learning consciously creates interactive interactions so that the source of learning for students is not only textbooks and teachers but also fellow friends. In addition, human beings as social beings must interact with love and care to avoid misunderstandings and misunderstanding.

Cooperative learning is a system in which there are interrelated elements. The elements are: (1) positive interdependence; (2) face-to-face interaction; (3) individual accountability; and (4) the skills to establish interpersonal relationships or social skills that are deliberately taught. (Abdurrahman & Bintaro, 2000).

Numbered Heads Together cooperative learning is very effective in improving student activity. (Sri Puji Retno et al., 2021). The advantages of the NHT learning model can involve students in completing tasks, increasing individual responsibilities, improving group performance, learning to train the skills of each individual, and increasing the spirit of learning and satisfaction in the group (Efendi et al., 2023). The NHT-type cooperative learning model can also be applied to students who have both high and low reading habits (Sahida & Abdurahman, 2023).

The type of learning number head together was developed by Spencer Kagan (1993) by involving students in a mere view of the material covered in a lesson and checking or testing their understanding of the content of the lesson. As a substitute for direct questions to the entire Class, the teacher uses the following four-step structure:

- a. *Step 1 – Numbering* The teacher divides the students into groups or teams of 3 to 5 people and gives them numbers so that each student in the team has a different number.

- b. *Step 2 - Questioning* The teacher asks a question to the student. The questions can vary, from specific to general.
- c. *Step 3 - Head Together* Students in each team think together to describe and assure that everyone in the team knows the answer.
- d. *Step 4 - Answering* The teacher named a number and the students from each group with the same number raised their hands and prepared answers for the whole Class.

Learning outcomes are closely related to learning achievements. Nawawi (1981) presented that the understanding of learning outcomes is the success of students in studying the lesson material in the madrasah that is expressed in the form of a score or score of the test results on a certain number of lessons.

Experts in education and psychology try to identify factors that affect learning outcomes. Knowing the factors that influence learning outputs, the implementers and actors of learning activities can give positive interventions to improve the learning outcome that will be obtained. Implicitly, two factors influence a child's learning outcomes, internal factors and external factors.

The Qur'an and the hadith are two sources of Islamic law and a very important source of knowledge to be studied. The purpose of the subjects of the Quran hadith in Madrasah Aliyah has been mentioned in the Decree of the Minister of Religion No. 183 of 2019 on the curriculum of Islamic Religious Education (PAI) and Arabic language at Madrasa. There are various alternative learning methods, learning media as well and teaching materials that can be developed and used to improve student learning results such as using multimedia from PowerPoint. (Zarkasi & Taufik, 2019), learning using mind maps (Zarkasi Zarkasi, 2022), using integrated internet teaching materials (Zarkasi Zarkasi, 2023), Android-based learning (Mu'minatin & Zarkasi, 2023), or adapting the teaching material to the student's developmental stages (Mustafid et al., 2023), And so on.

Based on the above background, researchers are encouraged to conduct research in the form of PTK (Class Action Research) by applying the

cooperative learning model type numbered heads together (NHT) to improve the learning results of the Qur'an in Class X IPA 3 MAN Middle Java. From the background of the above problems, several problems will be solved namely: Does the application of the Cooperative Learning Model Type Numbered Heads Together (NHT) influence the learning outcome of the Quran in the students of Class X IPA 3 MAN Network? How do students of Class X learn about the subject of the Qur'an by applying the cooperative learning model type numbered heads together (NHT)?

## Materials and Methods

This research is action research because it is carried out to solve learning problems in the classroom. It also includes narrative descriptive research, as it describes how a learning technique is applied and how desired results can be achieved.

This research is being carried out at the Man Market. The subjects in this study are students of Class X of IPA 3 MAN Pekalongan, while the teacher of the Qur'an hadith subject acts as the perpetrator. There are 31 students in Class X of IPA 3. Data in this survey consists of two types, namely: Primary Data and secondary Data. The primary data source in this research is the application of NHT in learning activities, while the secondary data or supplementary data is written materials such as the textbook Al Qur'an Hadits Class X IPA 3 and the Internet data source that supports research to obtain relevant data.

The data required for this study was obtained through observations of learning performance, observations on student and teacher activity, formative tests, questions, and interviews. Data validity is a series of forms of degree accuracy in a research variable that connects the research process on the research object with the data by a researcher. (Sugiyono, 2012).

## Results and Discussion

The data required for this study was obtained through observations of learning performance,

observations on student and teacher activity, formative tests, questions, and interviews. Data validity is a series of forms of degree accuracy in a research variable that connects the research process on the research object with the data by a researcher.

The observation sheet data is taken from two observations, namely the observation data on the management of cooperative learning of the Numbered Heads Together model, which is used to determine the impact of the application of the cooperative model of learning of Numbered Head Together in improving the learning performance of students and the data of observation of student and teacher activity.

**Item Details Analysis**

Before carrying out the data collection through the research instrument as a test and obtaining a good test, the test data is tested and analyzed. The analysis of the tests carried out included:

**1. Validity**

The validity of the subject matter is intended to determine the validation of the test so that it can be used as an instrument in this research. Out of the counting of 16 questions, 6 are invalid and 10 are valid. The results of the validity are summarized in the table below:

**Table 1. Question of Valid and Invalid Student Formative Test**

Valid Question	Invalid Question
1, 2, 3, 4, 7, 9, 10, 12, 13, 14	5, 6, 8, 11, 15, 16

**2. Reliability**

Matters that have qualified validity tested their reliability. r11 reliability coefficient of 0.554 is obtained from the calculation. This price is greater than the r price of the product moment. For the number of questions (n = 16) with r (95%) = 0,374. Thus, the test questions used have qualified for reliability.

**3. Difficulty Level (P)**

Difficulty level is used to determine the difficulty level of the question. Analysis shows that of the 16 questions tested, there are: 6 easy questions, 6 moderate questions, and 4 difficult questions.

**4. Differential Power**

Differential power analysis is performed to determine the ability of the subject to distinguish students with high abilities from students with low abilities.

From the analysis of differential power obtained questions with criteria less than 6 questions, criteria enough there are 4 questions, and good criteria there are 6 questions. Thus, the questions test used have met the conditions of validity, reliability, level of difficulty, and differentiation.

**Cycle Research Data Analysis**

**1. Cycle I**

**a. Planning**

At this stage, the researchers prepare a learning tool consisting of lesson plan 1, formative test questions 1, and supporting teaching tools.

**b. Activities and Implementation**

Implementation of teaching-learning activities for cycle I is carried out in Class X IPA 3 with a total of students 31 students. In this case, the researcher acts as a teacher. As for the teaching-learning process, it refers to the curriculum that has been prepared. Observation is carried out in conjunction with forced teaching.

At the end of the teaching-learning process, students are given a formative test to know the student's success rate in the learning process of teaching that has been done. The results of the study on cycle I are as follows:

**Table 2. Summary of Student Formative Test Results in Cycle I**

No	Reproduction	Cycle I Outcome
1	Average formative test values	78,22
2	Number of students studying	22
3	Percentage of learning accuracy	70,96

From the above table, it can be explained that by applying the cooperative learning model Numbered Heads Together obtained an average student learning achievement score is 78.22 and learning accuracy reaches 70.96% or there are 22 students out of 31 students who have already completed the study. The results show that in the first cycle, classically students have not completed the learning, because students who have achieved a score  $\geq 65$  are only 70.96% less than the desired percentage of accuracy by 85%. This is because

students are still new and strange to the new methods applied in the teaching process.

c. Reflection

In the implementation of teaching-learning activities obtained information from observation results as follows:

- 1) Teachers are not good at motivating students and communicating learning goals.
- 2) Teachers are not good at time management.
- 3) Students are less enthusiastic as learning continues.

d. Revision

Implementation of teaching activities in this cycle I am still deficient, so there is a need for revision to be done in the next cycle.

- 1) Teachers need to be more skilled in motivating students and more clear in communicating learning goals, where students are invited to be directly involved in every activity that will be done.
- 2) Teachers need to distribute time properly by adding the information they feel necessary and making notes
- 3) Teachers should be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

**2. Cycle II**

a. Planning

At this stage, the researchers prepare a learning tool consisting of lesson plan 2, formative test questions II, and supporting teaching tools.

b. Activities and implementation

Implementation of teaching-learning activities for cycle II is carried out in Class X IPA 3 with a total of students 31 students. In this case, the researcher acts as a teacher. The teaching-learning process refers to the curriculum with consideration for the revision of cycle I, so that errors or shortcomings in Cycle I do not occur again in cycle II. The observation is carried out simultaneously with the implementation of teaching.

At the end of the teaching-learning process, students are given the formative test II to know the level of success of students in the learning process of teaching that has been done. The instrument

used is the formative test II. The results of the study on cycle II are as follows:

**Table 3. Student Formative Test Results in Cycle II**

No	Reproduction	Cycle II Results
1	Average formative test values	71,79
2	Number of students studying	21
3	Percentage of learning accuracy	75,00

From the above table obtained average student output score is 71.79 and the accuracy of learning reaches 75.00% or there are 21 students out of 28 students who have completed their studies. These results show that in cycle II the classical learning intensity has improved slightly better than in cycle I. There is an improvement in this student's learning outcomes because students assist less capable students in the subjects they are studying. Besides, there are teachers' abilities that are beginning to increase in the teaching prose.

c. Reflection

In the implementation of learning activities obtained information from observation results as follows:

- 1) Motivate students
- 2) Guiding students to formulate conclusions/discover concepts
- 3) Time Management

d. Plan Revision

There are still shortcomings in the implementation of study activities in this cycle II. Therefore, there is a need for a revision to be implemented in the second cycle, among others:

- 1) Teachers in motivating students should be able to make students more motivated during the teaching-learning process.
- 2) The teacher should be closer to the student so that there is no fear in the student to submit opinions or questions.
- 3) The teacher must be more patient in guiding the student to formulate conclusions/find concepts.
- 4) The teacher has to distribute time well so that learning activities can go as expected.
- 5) The teacher is better at adding more examples of issues and giving training questions to students to be done on each learning activity teaching.

### 3. Cycle III

#### a. Planning Stage

At this stage, the researchers prepare a learning tool consisting of lesson plan 3, formative test questions 3, and supporting teaching tools.

#### b. Activity and observation levels

Implementation of teaching-learning activities for cycle III is carried out in Class X IPA 3 with a total of students 31 students. In this case, the researcher acts as a teacher. As for the teaching-learning process, it refers to the curriculum with consideration for the revision of cycle II, so that errors or shortcomings in the second cycle do not occur again in the third cycle. Observation is carried out in conjunction with teaching-learning.

At the end of the teaching-learning process, students are given the formative test III to know the level of success of students in the learning process of teaching that has been done. The instrument used is the formative test III. The results of the study on cycle III are as follows:

**Table 4. Student Formative Test Results in Cycle III**

No	Reproduction	Cycle III Results
1	Average formative test values	77,14
2	Number of students studying	25
3	Percentage of learning accuracy	89,29

Based on the above table, the average score of the formative test was 77.14, and of the 31 students who have passed 25 students and 3 students have not reached the level of study. Then classically, the accuracy of learning has been achieved at 89.29%. (termasuk kategori tuntas). The results of the 3rd cycle have improved better than the 2nd cycle. The improvement of the learning outcomes of the third cycle is influenced by the improvement in the ability of the students to learn the subject matter that has been applied during this period as well as the responsibility of the group of students who are prepared to teach their untrained friends.

#### c. Reflection

At this stage, I will study what has been done well and what is still not well in the teaching-learning process with the application of the cooperative learning model numbered head together. The data that has been obtained can be suspended as follows:

1) Through the learning process the teacher has performed all the learning well. Although some

aspects are not perfect, the percentage of implementation for each aspect is quite large.

- 2) Based on the observation data, it is known that students are active during the learning process.
- 3) The deficiencies in previous cycles have been improved and improved so that they are better.
- 4) Students' learning results in the third cycle have achieved considerable improvement.

#### d. Implementation Revision

In the third cycle the teacher has implemented the cooperative learning model Numbered Head Together well and seen from the student activity as well as student learning outcomes the implementation of the teaching-learning process has gone well. Then there is no need for too much revision, but what needs to be considered for the next store is to maximize and maintain what has existed with the aim that in the implementation of the teaching-learning process the application of the cooperative learning model Numbered Head Together can improve the learning process of teaching so that the learning objectives can be achieved.

### Discourse

#### 1. Accuracy of Students' Learning Outcomes

Through this survey results show that the cooperative learning model Numbered Head Together has a positive impact in improving student learning performance. This can be seen from the students' growing understanding and mastery of the materials submitted by teachers over the years (learning intensity has increased from the I, II, and III cycles) respectively 60.71%, 75.00%, and 89.29%. In the III cycle, the classical learning intensity of students has been achieved.

#### 2. Teacher's ability to manage learning

Based on data analysis, obtained student activity in the cooperative learning process model Numbered Head Together in each cycle is improved. This has a positive impact on the improvement of student learning outcomes and mastery of the material received during this period, i.e. can be demonstrated by the increasing average grade of students in each cycle that continues to experience improvement.

### 3. Teacher and Student Activities in Learning

Based on data analysis, student activity in the process of learning al-Quran hadith using the cooperative model Numbered Head Together is the most dominant is, listening/paying attention to the teacher's explanation, and discussion between students or between students and teachers. So it can be said that content activity can be categorized as active. Whereas the activity of teachers during learning has implemented cooperative learning measures model Numbered Head Together well.

This is evident from the teacher's activities among the activities of guiding and observing students in the work of activities, explaining material that students do not understand, giving feedback or evaluation, or questioning answers, where the percentage for the above activity is quite large.

### Conclusions

From the results of the learning activities carried out over three cycles, and based on the entire discussion as well as the analysis that has been done, it can be concluded as follows: Numbered Heads Together model cooperative learning has a positive impact in improving student learning outcomes characterized by increased student learning accuracy in each cycle, i.e. Cycle I (60.71%), Cycle II (75.00%), Cycle III (89.29%).

The application of the Numbered Head Together cooperative learning model has a positive influence, i.e. it can improve the learning motivation of students in learning Al-Qur'an Hadis, it is demonstrated with the enthusiasm of students who stated that students are interested in the learning cooperative model Numbered head Together so that they become motivated to learn.

The Numbered Head Together cooperative learning model has a positive impact on student cooperation, which is demonstrated by the presence of responsibility in a group where a student who is already trained teaches his friend who is not yet trained.

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